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STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Approval of April 25, 2014

Meeting Minutes

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 2

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board President

RECOMMENDATION: Approve.

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins

BACKGROUND:

SUBMITTED BY: _____

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

April 25, 2014

Grant Sawyer Building
Room 4412
555 East Washington Ave.
Las Vegas, Nevada

And

Legislative Building
401 South Carson Street
Room 2135
Carson City, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Michael Van
Melissa Mackedon
Elissa Wahl
Marc Abelman
Nora Luna

In Carson City

None

BOARD MEMBERS ABSENT

Robert McCord

AUTHORITY STAFF PRESENT:

In Las Vegas:

Tom McCormack, Interim Director, State Public Charter School Authority
Traci House, Business Process Analyst, State Public Charter School Authority
Allyson Kellogg, Management Analyst, State Public Charter School Authority

In Carson City:

Angela Blair, Education Program Professional, State Public Charter School Authority
Kathy Robson, Education Program Professional, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority
Adrienne Lawrence, Administrative Services Officer, State Public Charter School Authority
Katherine Rohrer PhD, Education Program Professional, Nevada Department of Education

Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

Shane Chesney, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Susan Waters
Travis Cherry
Sharon Frederick
William Carrico
Kelli Miller
Deb Roberson
Jeff Blanck
Bryon Richardson
Dan Tafoya
Tim Lorenz
Lauren Tevis
Anita Tibbs'
Melissa Hester
Janelle Veith
Terri Barber
Cortney Sobrero
Mahina Gago
Tiera Ashley
Nick Sarisahl
Ryan Reeves
John Hawk
Ercan Aydogdu
Reggi Burch
Kelly Guenther
Ryan Abrilla
Jackson Plaisted
Jake Raymond
Russell Raymond
John Blumer
Philip Vaughn
Jimon Cuna
Amy Cardinali
Victoria Huene
Ami Vaughn
Eva Trujillo
Jade Primaky
Miranda Brown
Awet Abraha
Alexia Crowley
Elisabeth St. James
Alexandria Matsis

Charlene Brown
Kenneth Demick

In Carson City:
Donna Wix

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 9:05am with attendance as reflected above.

Chair Conaboy asked for a motion for a flexible agenda.

Member McCord moved for a flexible agenda. Member Abelman seconded. The motion carried unanimously.

Agenda Item 1 - Public Comment

The meeting began with Chair Conaboy calling on members of the public for comment regarding items on the agenda. Reggi Burch, Kelly Guenther, Ryan Abrilla, Jackson Plaisted, Jake Raymond, Russell Raymond, John Blumer, Philip Vaughn, Jimon Cuna, Amy Cardinali, Victoria Huene, Ami Vaughn, Eva Trujillo, Jade Primaky, Miranda Brown, Awet Abraha, Alexia Crowley, Elisabeth St. James, Alexandria Matsis, Charlene Brown, Kenneth Demick, and John Matsis all spoke in support of Beacon Academy Charter School.

Agenda Item 2 - Approval of March 4 SPCSA Meeting Minutes

Chair Conaboy asked if there were any edits for the minutes. No members had any edits.

Member Van moved for approval of the March 4 minutes. Member Abelman seconded. The motion was unanimous.

Agenda Item 3 – Authority Update

Chair Conaboy gave an update regarding the Executive Director search for the SPCSA. She said that 36 applications had been received and that pool had been narrowed down to three who would be interviewed at a public meeting on May 6. She also explained that she had a conference call with SPCSA staff to begin discussing statute changes and Bill Draft Requests for the 2015 Legislative session. She asked all board members to think about any statutes they would like to see revised and to send them to her so she could compile a list.

Chair Conaboy then asked Member Mackedon to speak about the National Alliance of Public Charter Schools Conference being held in Las Vegas on June 29 till July 2. Member Mackedon explained the conference and said it would be a great opportunity for the SPCSA to contribute to this national conference. She said that the Charter School Association of Nevada would also be in attendance.

Agenda Item 4 – Interim Director's Report

Interim Director McCormack started off by explaining that staff had finished conducting interviews to replace Katherine Rohrer who left for the Nevada Department of Education earlier in the month. He said that they had interviewed 5 qualified candidates and that staff was looking forward to introducing the new employee at the next SPCSA board meeting.

Interim Director McCormack also spoke about the work that was being done between the Legislative Council Bureau and the SPCSA with regard to regulations changes in the Nevada Administrative Code. He said that the proposals would be heard by the State Board of Education in the coming weeks.

Interim Director McCormack also spoke about the charter applicant training staff held for prospective charter school applicants. Trainings were held in Carson City and Las Vegas and the turnout was good. The new charter application, 2014 Call for Quality Charter Schools, would be uploaded to the SPCSA's website and would be available to public. The application window for charter schools hoping to open in the fall of 2015 would be August 27 – 29 2014.

Agenda Item 6 – Report on and possible consideration of Coral Academy’s proposed purchase of real property

Allyson Kellogg explained that Coral Academy of Las Vegas (Coral) had come to the SPCSA for approval of the proposed purchase of real property. The school is a four-star quality school and currently operates three campuses in Clark County. Ms. Kellogg said with the approval of the property purchase it could save Coral between \$1,000 and \$2,000 per month. She said that SPCSA staff had reviewed the proposal and found no problems with it. With that information being said, Ms. Kellogg explained that SPCSA staff was recommending approval of the proposal by the Authority Board.

Chair Conaboy asked if anyone from Coral would be willing to speak about the proposal. Christine Cadman, Coral, explained the process that Coral had undertaken in purchasing the property. Ercan Aydoggu, Executive Director of Coral Academy, also explained the need of the property and how it would help Coral expand its quality school to more pupils in Clark County.

Member Mackedon moved for approval of Coral Academy of Las Vegas’ proposal for purchasing real property. Member Van seconded. The motion was unanimous.

Agenda Item 5 – Consideration of charter contract application resubmission from Beacon Academy

Interim Director McCormack read from prepared comments to the board, which can be seen below:

At the March 4, 2014, meeting of the SPCSA, in a 5-1 vote, the Authority denied Beacon Academy of Nevada’s application for a charter contract. Subsequent to the denial, the Authority gave Beacon an opportunity to revise and resubmit its application for reconsideration by the Authority at today’s meeting. Authority staff has reviewed the resubmitted application. Nothing in it persuades or compels staff to change its recommendation for denial. The recommendation remains for denial of the application for a charter contract in full recognition of the fact that such denial would result in the school’s closure upon the expiration of the school’s written charter.

I’d like to provide a timeline of events leading to agenda item 5 of today’s meeting:

- Beacon’s written charter expires June 13, 2014.
 - September 16, 2013, Beacon was sent a Notice of Concern due to academic underperformance from the Authority.
 - September 24, 2013, Beacon was sent guidance regarding the AB 205 process for application for a charter contract.
 - January 13, 2014, Beacon submitted an application for a charter contract.
 - March 4, 2014, the Authority Board voted 5-1 to deny Beacon’s application for a charter contract.
 - March 6, 2014, the Authority sent a letter to Beacon informing it of an opportunity to revise its application and resubmit it within 30 days for reconsideration by the Authority Board.
 - March 14, 2014, Authority staff met with Beacon staff and representatives in Carson City to discuss the opportunity to revise and resubmit the application.
 - April 7, 2014, Beacon submitted a revised application to the Authority.
- This concludes my presentation of the timeline.

The resubmitted application contains a number of misreading’s of statute and misstatements of the processes that prescribe a school’s transition from a written charter to a charter contract. Beacon currently has a written charter, defined in NAC 386.050; Pursuant to Section 20 of AB 205 it has applied for charter contract, which is defined in NRS 386.492 and 386.527.

My comments regarding Beacon’s misreading’s and misstatements are included in the board support documents for today’s meeting. Please see pages 19-31.

I'll refrain from reading my comments to you, but please note my main points are that:

1. Beacon is not applying for **renewal** of anything—written charters are no longer renewed, under law—Beacon is applying for a charter contract; and pursuant to AB 205, a charter school sponsor must consider the performance of a charter school during the term of the written charter in determining whether to approve or deny the application.
2. An **application to form a charter school**, which is what NRS 386.525 addresses, differs significantly from an AB 205 **application for a charter contract**. An application to form a charter school consists of well over a hundred questions and information requests. An application for a charter contract consists of three questions. The Authority directed Beacon to respond to the three questions required by AB 205, and Beacon did so. They did not submit an application to form a charter school.
3. NRS 386.530 addresses **renewal of a charter contract**. Beacon doesn't have a charter contract, it has a written charter. Therefore, NRS 386.530 does not apply to Beacon.
4. Charter schools are and always have been subject to the state's academic accountability system. They have a responsibility to know their status per that system, and respond to findings of poor performance by improving instruction. Beacon has repeatedly over the years produced poor academic results, and has apparently been unable or unwilling to improve instruction in a way that would produce **acceptable** results.
5. The Authority's March 4 denial of Beacon's application for a charter contract was just that: denial of an application. It was neither a revocation of its written charter, nor a termination of a charter contract. NRS 386.5351, cited by Beacon in its application resubmission, doesn't apply.

Having identified and discussed examples of the application's mistakes, misrepresentations and misleading statements, I'll add that Beacon's allegations of Authority missteps are no more than an attempt to divert attention from the school's unacceptably poor academic performance over the past five years. Regardless of any other considerations, the school has been failing for five years, cannot blame the Authority for its failure, and should not be allowed to continue operation.

After Interim Director McCormack finished his presentation he asked Katherine Rohrer to continue with her testimony. Dr. Rohrer began by referencing the One Million Lives Campaign that is currently being led by the National Association of Charter School Authorizers. She referenced it because their mission is to ensure that children attend quality charter schools. With that being said, she asked the Authority if academic performance of Beacon Academy was high enough to continue their charter. Dr. Rohrer then continued with data that had been accumulated by the Nevada Department of Education including graduation rates, annual yearly progress, and other proficiency data. She also explained the models that Beacon Academy was measured under during the first 5 years of their charter. She said before the Nevada School Performance Framework was started, Beacon was measured under the Annual Yearly Progress through the No Child Left Behind act.

Member Luna asked Dr. Rohrer what had been done over the previous years by the SPCSA staff to provide technical assistance to Beacon Academy. Dr. Rohrer explained that there is a fine line between providing technical assistance and overstepping the autonomy the charter school is allowed defined in Nevada Revised Statutes. She said that each school is trained to read the data that is distributed by the NDE and they have many opportunities to request time with specific SPCSA staff members to further explain any issues that have led to confusion.

Member Wahl asked about the definition of "at-risk" schools that were being created by the Legislative Committee of Education and how Beacon Academy aligned with that definition. Dr. Rohrer said that as of this meeting, Beacon would not be considered an "at-risk" school under the definition that is currently being created.

Upon the completion of Dr. Rohrer's testimony Chair Conaboy asked that representatives from Beacon Academy speak before the Authority. Susan Waters, principal of Beacon, spoke along with John Karas, instructional services administrator and Travis Cherry, Beacon's student data administrator. Ms. Waters started by thanking those who had spoken in support of Beacon and reiterated the positive statements made during public comment. She also accepted some of the findings regarding Beacon's academic performance, but she said the new data for 2013-2014 school year, while unfiltered would show vast improvements made by Beacon Academy.

John Karas then spoke about the ratings Beacon had reviewed during the previous five years. He said the SPCSA changed the measurements being used from the Annual Yearly Progress to the Nevada School Performance Framework was even approved by the Secretary of Education, Arne Duncan. He said the measurement that should have been used to determine Beacon's performance during the 2011-2012 year was the AYP measurement, which showed Beacon had made adequate yearly progress.

Chair Conaboy then asked Mr. Karas what help Beacon had applied for from the SPCSA, which subsequently was denied. He said Beacon had asked what it needed to do to correct the record during their resubmission. He said they were told by the SPCSA that it was for them to figure out. Chair Conaboy asked if he felt that this was a denial of help by the SPCSA staff. He said yes it was, to which she replied that Beacon had been given their academic progress over the past five years and shown that it had shortcomings, which were out of the control of the SPCSA staff to assist with. That was part of the autonomy allowed for charter schools under NRS.

Travis Cherry then spoke about the data the school had brought for their presentation. Mr. Cherry began by explaining that SPCSA staff had recommended to them that they run the 2014 data in order to come up with some preliminary calculations. Chair Conaboy clarified that this data was not audited by the NDE, which Mr. Cherry agreed with. Mr. Cherry then went on to explain the new proficiency data that had been calculated and said that it would be showing great improvements for Beacon's 10th and 11th graders. Chair Conaboy asked what they thought their projected graduation rate would be and Mr. Cherry said it would be around 44 percent.

Member Mackedon asked why there were so few Special Education and Free and Reduced Lunch students considering Beacon's claim that they are an "at-risk" school. Mr. Cherry said this was caused because students need to be enrolled in the school for multiple years in order to be counted and much of Beacon's population has not been enrolled for the necessary time. The Authority and Mr. Cherry continued their discussion regarding graduation rates for Beacon Academy.

The Authority and members of Beacon's team discussed what Beacon considered credit deficiency in their analysis of the data. Ms. Waters said 66 percent of students who enroll at Beacon are credit deficient. She said credit deficient means that any pupil lacking the credits which they should already have earned are considered credit deficient by Beacon. She said the majority who are credit defiant are juniors who are one, or more, years behind. She said that measure is not considered in the Nevada Performance framework and it impacts Beacon negatively in their statewide ratings.

Chair Conaboy said she appreciated Ms. Waters answer, but she was still unclear whether the credit deficient students were one credit deficient or 15 credits deficient and since it is a self-reported number the definition would be helpful to gauge Beacon's full pupil makeup. Chair Conaboy also asked if Beacon's number of credit deficient students is higher than other schools. Ms. Waters said she doesn't know for sure if it is or not, but her conversations with other school administrators leads her to believe that Beacon enrolls a higher number of credit deficient pupils than other schools.

Chair Conaboy asked Dr. Rohrer to address the credit deficiency and how SPCSA staff looks at that data. Dr. Rohrer said it was difficult for the SPCSA to quantify the data because there was not a definition of what credit

deficiency was. When compiling the data to create the ratings if there wasn't a definition then it could not be included in the state's data rating. Mr. Cherry finished his presentation and said the data that had been analyzed by Beacon staff show that next year the school would be rated as two stars.

Mr. Karas explained the improvements that had been seen at Beacon over the course of the previous year. He said that proficiency scores had increased, credit deficient students were able to graduate with their class, and the school itself was doing a better job working with their partners in the mentoring program they had executed with pupils. He said the school was an ASVAB testing location which aligned with Nevada's college and career readiness standards. He said that the Nevada School Performance Framework scores were up over 20 points from 2012 and 2013. He said they would have liked to reach the 50 point level so they could be rated as a 3-star school, but they would continue to work to strive for that goal. Mr. Karas also added that the school would be implementing map testing, increasing their credit recovery program, and increasing their use of Study Island (an educational software program) over the course of the 2014-2015 school year. He said they would be increasing professional development for their staff members and focusing more on better teaching techniques for pupils in an online environment.

Chair Conaboy asked why professional development had not had a greater role over the previous five years and how the relationship with teachers doing course development work on outside contracts works at the school. Mr. Karas said teachers work on course development during hours which they are not teaching, and other teachers vet the work that has been completed by the developers. Mr. Karas finished his testimony by asking the Authority why a school such as Nevada Virtual would be approved for a new charter contract over a school such as theirs.

Jeff Blanck, attorney for Beacon, spoke next. He said that what the Authority was trying to accomplish was fundamentally against what was written in NRS. He said that SPCSA staff was incorrectly interpreting AB 205 since Dr. Canavero had left his position as the director of the SPCSA. Mr. Blanck and Chair Conaboy then debated the idea of whether Beacon currently had a charter contract or a written agreement. Prior to AB205 charter schools signed a written agreement after the charter was approved, but since the passage of AB205, charter schools would be required to enter into charter contract. Mr. Blanck said the written agreement should still be considered a contract and the idea that the written agreement and the contract are not the same was incorrect.

Mr. Blanck and the Authority continued to discuss the interpretation of AB205. Mr. Blanck also discussed the term at-risk and how it does apply when considering Beacon. Member Wahl said that just because a school is considered at-risk does not mean those pupils deserve less of an education. Member Wahl added that the school as defined in law does not meet at-risk status and for it to claim that is not honest to the true needs of at-risk pupils.

William Carrico, Beacon governing board president, finished Beacon's presentation by speaking about education in Nevada and how it is the responsibility of all the people involved in this decision to remember that. He said the pupils that attend Beacon deserve to be able to make that choice and it would be a shame if the school was not given a contract and these pupils would have to look for other educational opportunities.

Member Van Motioned to Approve Beacon Academy's (Beacon) application for a charter contract with the following provisions:

- 1. This approval includes a formal notice to the Governing Body (Board) of Beacon Academy that the school's academic performance, including its graduation and attrition rates, are significantly below the State Public Charter School Authority's (SPCSA) expectations.**

2. In consideration of Beacon's academic underperformance, Beacon's student enrollment for school year 2014-15 shall not exceed the school's 2013-14 enrollment. For this purpose, the school year 2013-14 enrollment number used by the Nevada Department of Education for funding Beacon shall apply.
3. High stakes reviews of Beacon's performance, against the SPCSA's expectations, shall be conducted by SPCSA staff. Findings and recommendations shall be presented to the SPCSA Board that may include contract termination due to persistent underperformance or material breach of the terms and conditions of the charter contract, or a return to good standing. The review and recommendations shall be presented to the SPCSA Board in fall, 2015, at which point Beacon must demonstrate substantial progress towards meeting the SPCSA's academic performance expectations. "Substantial progress" will be based on the school's aggregate academic performance based on the Authority's academic indicators that will result in closing the gap between baseline (School year 2012-13) performance and "Adequate" as described in the SPCSA's Performance Framework within two years.
4. Beacon shall not qualify student enrollment only to those who can develop a graduation plan that exits them from high school in no more than the fifth year. Beacon shall enroll pupils in the order in which applications are received and shall not in any way exclude pupils who are credit deficient from enrollment in the school. Beacon shall not remove, withdraw, suspend or expel a pupil against a parent's or guardian's wishes for reasons other than the reasons for suspension or expulsion stated in NRS 392.4655-392.4675 or other applicable statute or regulation.
5. Nothing in the SPCSA's approval of Beacon's contract application precludes the SPCSA from exercising all options available to it, including, without limitation, termination of the charter contract pursuant to NRS 386.535, prior to or after fall, 2015.
6. Beacon shall provide by June 1, 2014, written assurance that it has thoroughly described the use of the Reno facility to building, fire, health, safety and asbestos authorities to enable these authorities to determine what types of inspections and approval are required for the facility."

Member Abelman seconded. Discussion followed.

Member Van said he was uncomfortable with the results of the school, but felt compelled to let Beacon continue its mission because of the overwhelming turnout of support seen by the Authority at the meeting. Member Mackedon added that she was uncomfortable with the motion because it left quite a bit of wiggle room for Beacon Academy when they high stakes review comes up in three years. She said the progress Beacon must make must be clearly defined so there will be no doubt in three years whether or not they made the progress. Chair Conaboy then read from a letter by Dr. Canavero that explained how Coral Academy would be found to be in good standing after the high stakes review is completed. She asked for the letter to be read directly into the record:

"To return to good standing, Beacon Academy must obtain the designation of approaches or above on the authority academic framework plus receive a three star rating or above on the Nevada School Performance framework for the 2013-2014 school year. If the concern is not remedied in the time allotted, Beacon will enter level two, which is notice of breach of contract. Failure to meet requirements specified in those requirements specified by the authority will result in entry to level three with an intent to revoke for persistent underperformance."

The vote was 5 – 1 in favor of the motion. Member Mackedon voted nay.

Agenda Item 7 – Member Comment

Member Wahl said that she felt it was important with the counterparts in Washington and other groups who are interested in charter schools. She also added that she felt it was important to work with the districts and offer any resources that are available to them to help foster a good working relationship throughout the state. Heidi Arbuckle, CCSD office of charter schools, said that it would not be feasible for the training type endeavors to be done with the SPCSA because often times each entity was doing things differently.

Member Mackedon asked Lauren Tevis, CSAN executive director, to add any other group trainings that could be shared by all relevant groups. She said that CSAN has been working to offer trainings for Common Core math, governance, and bonding which all schools would be more than welcome to attend.

Agenda Item 8 – Public Comment

Elizabeth Dixon spoke in favor of the Authority's decision to give Beacon Academy a Charter contract.

Philip Vaughn spoke about the need for a better definition of at-risk students in Nevada so that schools could better serve that population.

Felisa Huene also spoke about her support of the Authority's decision regarding Beacon's charter contract and she agreed with Mr. Vaughn that a better working definition of at-risk should be made.

Member Ableman moved for adjournment. Member Van seconded. The vote was unanimous.

The meeting adjourned at 1:03 pm.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Authority Update

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 3

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board President

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Interim Director's Report

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 4

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Tom McCormack, SPCSA Interim Director

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Discussion and possible action
on the development of a government affairs
subcommittee of the Authority empowered to
speak on behalf of members at the legislature

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board Chairwoman

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Discussion and possible action
identifying 2015 Legislative items**

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 6

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board Chairwoman

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Review of FY2015 – 2016 draft
budget**

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 7

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Tom McCormack, Interim Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 20 mins

BACKGROUND:

SUBMITTED BY: _____

Predetermined Core function: EDUCATION AND WORKFORCE DEVELOPMENT

Schools, colleges, universities, and workforce development programs that, in collaboration with the private sector, ensure access to quality education and training, provide a skilled and qualified workforce, and promote self-sufficiency for all Nevadans.

Predetermined Objective: K-12 PERFORMANCE

Increase the overall educational level while reducing the achievement gap across various ethnic groups

Predetermined Benchmarks:

4th Grade Reading level Change (K-12 Performance)
8th Grade Reading level Change (K-12 Performance)
Achievement Gap (K-12 Performance)

Activity Name: #1 Quality Charter School Authorizing NRS 386.509 See * below

A quality sponsor implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish and operate a quality charter school. A quality sponsor executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. A quality sponsor conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance. A quality sponsor designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

Status: Ongoing

Performance Measure: Percent of Schools Meeting Academic Performance

This measures the percent of authority-sponsored charter schools that meet academic performance expectations (AMO) as defined in the academic performance framework. Indicators in the framework address: percent proficient, academic growth to proficiency, graduation rate, and mission specific indicators proposed by the school and approved by the Charter School Authority. Data are reported February 2014 for FY 2013.

Formula: Number of schools that meet or exceed standard / Total number of charter schools

Update:	FY2013	6/13 = 46%	Actual	
Update:	FY2014	12/18 = 67%	Projected	- need ACTUAL % or updated projection if actual not available
Update:	FY2015	16/22 = 73%	Projected	- updated projection if not valid

Performance Measure: Percent of Third Graders Meeting Reading Proficiency

Third grade literacy rates in authority-sponsored charter schools will exceed the annual measurable objectives, as determined by the state, as measured by the statewide third grade criterion referenced test (CRT).

Formula: Number of 3rd grade students above AMO in Reading / Total number of 3rd grade students assessed

Update:	FY2013	639/911 = 70.1%	Actual	
Update:	FY2014	770/912 = 84.4%	Actual	
Update:	FY2015	782/990 = 79%	Projected	- updated projection if not valid

Performance Measure: Percent of National Association Essential Practices Adopted

The National Association of Charter School Authorizers (NACSA) annually publishes the Index of Essential Practices. There are 12 total practices identified by NACSA as essential to quality authorizing of charter schools. The data are collected and reported within the same fiscal year.

Formula: Number of Essential Practices adopted / 12

Update:	FY2013	10/12 = 83%	Projected	- need ACTUAL %
Update:	FY2014	11/12 = 92%	Projected	- need ACTUAL % or updated projection if actual not available
Update:	FY2015	11/12 = 92%	Projected	- updated projection if not valid

Performance measures should be focused on providing Outcome and Efficiency measures.

Predetermined Core function: EDUCATION AND WORKFORCE DEVELOPMENT

Schools, colleges, universities, and workforce development programs that, in collaboration with the private sector, ensure access to quality education and training, provide a skilled and qualified workforce, and promote self-sufficiency for all Nevadans.

Predetermined Objective: K-12 PERFORMANCE

Increase the overall educational level while reducing the achievement gap across various ethnic groups

Predetermined Benchmarks:

4th Grade Reading level Change (K-12 Performance)
8th Grade Reading level Change (K-12 Performance)
Achievement Gap (K-12 Performance)

Activity Name: #2 Administrative and Technical Assistance and Support

NRS 386.545

See * Below

Provide reasonable assistance to an applicant for a charter school and to a charter school in carrying out the provisions of NRS 386.490 to 386.610, inclusive.

Provide technical and other reasonable assistance to a charter school for the operation of the charter school

Provide information to the governing body of a charter school concerning the availability of money for the charter school, including, without limitation, money available from the Federal Government.

Provide timely access to the electronic data concerning the pupils enrolled in the charter school that is maintained pursuant to NRS 386.650.

Status: Ongoing

Performance Measure: Dollars Saved Per Dollar Spent on Shared Services

This measure identifies the dollars charter schools save per dollar spent by the authority on shared services. For fiscal year 2013 the only shared service is Powerschool (the schools/district student information system).

Formula: Dollars Saved / Dollar Spent on Shared Services

Update: FY2013 0.38 Projected - need ACTUAL %

Update: FY2014 2.66 Projected - need ACTUAL % or updated projection if actual not available

Update: FY2015 3.24 Projected - updated projection if not valid

Performance Measure: Percent of Schools Meeting Data Quality Standards

Charter schools are annually measured on the quality of data submitted to stakeholders. For example, each school is measured on the number of state identified discrepancies, the number of null or missing data fields, and coherence with state unique identifier.

Formula: Number of schools meeting data quality standards / Total number of charter schools

Update: FY2013 4/14 = 29% Projected - need ACTUAL %

Update: FY2014 8/16 = 50% Projected - need ACTUAL % or updated projection if not valid

Update: FY2015 12/22 = 55% Projected - updated projection if not valid

Performance Measure: Percent of schools meeting compliance expectations

The percent of Authority sponsored charter schools that meet or exceed standard as measured by the organizational performance framework. The organizational framework contains indicators that include: on-time report submission, compliance with enrollment law and regulation, student health and safety, appropriate special education programming, and internal fiscal controls.

Formula: Number of schools that meet or exceed standard / Number of charter schools

Update: FY2013 10/16 = 63% Projected - need ACTUAL %

Update: FY2014 14/18 = 78% Projected - need ACTUAL % or updated projection if actual not available

Update: FY2015 18/22 = 82% Projected - updated projection if not valid

Performance measures should be focused on providing Outcome and Efficiency measures.

Predetermined Core function: EDUCATION AND WORKFORCE DEVELOPMENT

Schools, colleges, universities, and workforce development programs that, in collaboration with the private sector, ensure access to quality education and training, provide a skilled and qualified workforce, and promote self-sufficiency for all Nevadans.

Predetermined Objective: K-12 PERFORMANCE

Increase the overall educational level while reducing the achievement gap across various ethnic groups

Predetermined Benchmarks:

4th Grade Reading level Change (K-12 Performance)
8th Grade Reading level Change (K-12 Performance)
Achievement Gap (K-12 Performance)

Activity Name: #3 Pass Through of Grant Funds

* To identify an activity, fill in the blanks: The purpose of the the pass through of grant funds is to provide financial support to the State Public Charter School Authority sponsored charter schools so they can use the funds to increase student academic achievement.
An activity should have a measurable amount of agency resources associated with it. If you cannot quantify it, it is probably not an activity.

Status: Ongoing

Performance Measure: Percentage of Schools Meeting Data Quality Standards

Charter schools are measured annually on the quality of data submitted to stakeholders. Each school is measured on the number of discrepancies, the number of null or missing data fields and coherence with state unique identifier.

Formula: Number of students meeting or exceeding standards divided by number of students tested

Update: FY2013 4/14 = 29% Actual
Update: FY2014 8/16 = 50% Estimated
Update: FY2015 12/22 = 65% Projected

Performance Measure: Enter measure #2

Description of Performance Measure

Formula: Formula for calculations

Update: FY2013 Projected - need ACTUAL %
Update: FY2014 Projected - need ACTUAL % or updated projection if not valid
Update: FY2015 Projected - updated projection if not valid

Define Numerator (top number) and Denominator (lower number and total population)

Performance Measure: Enter measure #3

Description of Performance Measure

Formula: Formula for calculations

Update: FY2013 Projected - need ACTUAL %
Update: FY2014 Projected - need ACTUAL % or updated projection if actual not available
Update: FY2015 Projected - updated projection if not valid

Define Numerator (top number) and Denominator (lower number and total population)

State Public Charter School Authority (SPCSA)

B/A 2711 FY15-17

Budget Draft is due to the State on August 1, 2014
Final Budget is due to the State on August 29, 2014

ROUGH DRAFT

Data updated 7/10/14

ACCOUNT TITLES

Acct	Revenues	YTD Actual as of 7/7/2014	FY2015	FY2016 - Base Biennial Budget	FY2017	Factors to consider for financial changes in FY 2015
2511	BALANCE FORWARD	803,743.00	50,000	100,000	100,000	
3722	CHARTER SCHOOL FEES	1,076,911.00	2,346,000	2,550,000	2,754,000	4 new schools FY15 - approx 5,000 more students per year. 1% for FY14, 1.5% for FY15-17
4203	Prior year refunds	150.36	200	200	200	
4326	TREASURER'S INTEREST DISTRIB	1,518.92	2,000	2,500	3,000	
4661	FED TITLE I	749,285.04	2,196,131	1,976,131	2,000,000	\$1,976,131 plus carryover
4662	FED TITLE III ENG LANG ACQ	6,670.23	46,500	42,500	45,000	\$42,500 plus Carryover
	Fed TITLE III IMMIGRANT		12,800	11,200	14,000	\$11,200 plus carryover
4663	FED TITLE IIA	11,153.23	571,506	226,506	250,000	\$226,506 plus carryover
4665	SPECIAL EDUCATION	1,338,852.33	2,073,070	2,500,000	2,800,000	
4667	EARLY CHILDHOOD	25,758	25,758	30,000	35,000	
4668	SB 504 ELL FUNDS	0	151,650	0	0	\$113,650 plus Carryover. No funds for FY16 and 17
	SubTotal	4,014,042.11	7,475,615.00	7,439,037.00	8,001,200.00	

Cat	Object	Object Codes (Expenditures)	YTD Actual as of 7/7/2014			Factors to consider for financial changes in FY 2016-17
01	PERSONNEL SERVICES		774,039.21	1,115,004.00	1,266,559.62	5 months of EEP salary paid, then EPP changed to Interim director sal (Director salary paid for full yr)
	5100 Salaries		492,477.98	693,102	820,000	Add three staff: Asst director, EPP (LV) step 1, Accounting Asst III step I, anticipated Oct 2014 hire date and related costs incl furniture, phones, computers, office space etc
	5120 Furlough Adjustments		-12,218.48	-16,000	0	FY15 Last year for furloughs
	5200 Workers compensation		9,253.29	12,955	14,282	
	5300 Retirement		107,199.02	150,079	165,462	
	5400 Personnel Assessment		3,277.00	4,588	5,058	
	5500 Group Insurance		74,381.10	104,134	114,807	
	5610 Sick Leaves		23,618.59	33,066	36,455	
	5620 Annual Leaves		32,075.13	44,905	49,508	
	5640 Comp Time Leaves		1,744.56	2,442	2,693	
	5650 Other Leaves		37.26	52	58	
	5660 Furlough Leave		12,218.48	16,000	0	FY15 Last year for furloughs
	5700 Payroll Assessment		833.00	1,166	1,286	
	5750 Retired Employees Group Insurance		13,263.68	18,569	20,472	
	5800 Unemployment compensation		1,245.25	1,743	1,922	
	5840 Medicare		7,830.80	10,963	12,087	
	5860 Board and Commission Pay		1,600.00	2,240	2,470	

	YTD Actual as of 7/7/2014	FY2015	FY2016 - Base Biennial Budget	FY2017	Factors to consider for financial changes in FY 2015 Tom and at some point Adrienne and/or new position
5970 Terminal Annual Leave Pay	5,202.55	35,000	20,000	20,000	
02 OUT OF STATE TRAVEL					
6100 Per diem out of state	2,802.06	39,000	42,000	42,000	3 at NACSA conference, NAFSS conference, Colorado Inst FY15.
6130 Public trans out of state	836.09	26,000	28,000	28,000	FY15 locations NACSA - Miami, NAPCS (New Orleans)
6140 personal vehicle out of state	30.68				
6150 Comm air trans out of state	87.90				
7760 Non Employee out of state travel	256.70				
	1,590.69				
03 IN STATE TRAVEL					
6200 Per-Diem in state	24,218.29	50,000	60,000	70,000	new schools, more visits, more 1* & 2* schools, New staff & director,
6210 MP Daily rental in state	7,093.87				
6215 Non-MP vehicle rental in state	1,951.05				
6240 Personal vehicle in state	206.41				
6250 Comm air trans in state	1,569.96				
OPERATIONS	13,397.00				
7020 Operating Supplies	97,497.29	126,746	152,096	182,515	
7030 Freight Charges	2,732.51				
7041 printing/Printing & Copy Nonstate-A	57.10				
7044 Excess Print Charges - Copiers	338.07				
7045 State Printing Charges	1,789.18				
7050 Employee Bond Insurance	146.80				
7051 Property & content insurance	24.00				
7054 AG Tort assessment	15.00				
7060 Contracts	1,083.42				
	11,878.70	94,000	120,320	154,010	ACT contract \$82 K FY15. Enrollments going up about 28% per year
7112 Lease (non-state)	32,895.92	46,470	50,188	50,188	based on 3098 square feet requested for 13 staff and common area,
7120 Advertizing/PR	500.00				equipment etc areas
7230 Minor Bldg Improv/repair services	28.50				
7250 B&G Extra Services	100.00				
7255 B&G Lease Assessment	385.60				
7285 postage-state mailroom	1,865.59				
7290 phone, fax, communication lines	3,096.00				3 new employees
7291 Cell phone/pager	925.13				
7292 EITS Voice Mail	372.36				3 new employees
7294 EITS Collect Call Charges	1,929.25				
7295 EITS State Phone Line	1,220.80				
7296 EITS Long Distance Charges	216.45				
7299 Telephone/Data Non-EITS	139.68				
7300 Dues & registration	2,849.00				
7306 Dues & Reg-empl reimburse	1,200.00				
7320 Instructional supplies	13,841.15				
7430 Professional services	9,333.00				

	YTD Actual as of 7/7/2014	FY2015	FY2016 - Base Biennial Budget	FY2017	Factors to consider for financial changes in FY 2015
7980 operating lease payments	3,061.08	6,200	6,200	6,200	Ricoh - add printer to LV
8371 computer hardware >\$5,000	5,473.00				encumbered
SPECIAL EDUCATION	1,523,016.44	2,407,081	3,000,000	3,500,000	
EARLY CHILDHOOD	0.00				
FED TITLE I	1,077,200.30	2,196,131	1,976,131	2,000,000	\$248,994 carryover included for FY15
FED TITLE III ELA	16,122.87	59,300	53,700	59,000	
SB 504 ELL FUNDS	11,554.08	151,650	0	0	
INFORMATION SERVICES	199,832.49	295,200	383,760	423,760	
7073 Software license/mnt contracts	195,717.33	280,250	350,000	380,000	FY15 Infinite campus 187,250, ShoutPoint 42,000, Epicenter 50,000, survey monkey 1000
7291 Cell Phone/Pager charges	237.48				
7460 Equipment purchases < \$1,000	129.00	1,200	150	150	Printer in LV = 900
7461 Equipment purchases > \$1,000	0.00	8,400	2,000	12,000	FY15 3 computers and 1 router to upgrade system, FY16: 1, FY17: 5
7533 EITS Email Service	722.68				
7554 EITS Infrastructure Assessment	1,164.00				
7556 EITS security Assessment	914.00				
7771 Computer Software <\$5,000 A	948.00				
TRAINING	2,805.82	6,000	7,980	8,778	new staff
6200 Per-Diem in state	306.12				
6210 MP Daily rental in state	59.20				
6240 Personal vehicle in state	134.80				
6250 Comm air trans in state	374.00				
7300 Dues and Registrations	1,821.00				
7320 Instructional supplies	110.70				
CHARTER SCHOOL BOARD	9,799.79	13,034	14,337	15,771	3 to attend NACSA conference
6100 Per diem out of state	1,544.18				
6140 personal vehicle out of state	71.20				
6200 Per-Diem in state	1,425.67				
6230 Public Transportation in state	228.20				
6240 Personal Vehicle in state	352.04				
6250 Comm air trans in state	4,267.40				
7300 Dues and Registrations	1,475.00				
7533 EITS Email Service	436.10				
FED TEACHER QUALITY ADMIN	0.00				
Fed TTL IIA Teacher Qual 84.367	67,028.23	571,506	226,506	250,000	
NATL ASSOC OF CHARTR SCHL AUTH	0.00	6,282	3,200	3,200	FY14 dues not paid
DEPARTMENT COST ALLOCATION	3,747.00	4,000	4,500	4,800	
RESERVE	0.00				
PURCHASING ASSESSMENT	1,224.00	1,500	1,800	2,000	
SubTotal	4,620,890.85	7,042,433.91	7,132,256.75	7,828,383.35	

** The sponsorship fees do not cover the Federal grants.

Budget Account 2708

	FY2014	FY2015	FY2016	FY2017
Revenue	750,000.00	106,628.60	91,736.55	61,302.20
Expenditure	133,023.82	181,676.18		

Founders Academy

Loan Approval

175,000

Disbursed

175,000

Oasis Academy

Loan Approval

139,700

Disbursed 133,023.82

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: 2014 Call For Quality Charter

Schools Application Review

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 8

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Tom McCormack, Interim Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 20 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**S U B J E C T: Update on training and
implementation of new data system**

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 9

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Traci House, Business Process Analyst, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Special Education update

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 10

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Angela Blair, Education Program Professional, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND:

SUBMITTED BY: _____

U.S. Department of Education

Office for Civil Rights



May 14, 2014

Dear Colleague:

One of the fastest-growing areas of school reform is the creation of public schools through a chartering process. Since first appearing in the early 1990s, many charter schools have provided students with additional meaningful opportunities to receive a high-quality education. In communities throughout the nation, numerous charter schools are developing unique learning environments, spurring innovation, engaging parents and other stakeholders, and improving educational opportunities for students. The U.S. Department of Education (Department) is committed to supporting the establishment of high-quality public charter schools from which all students can benefit.

Because many charter schools are newly created, it is understandable that charter school administrators are interested in information about the applicability of Federal civil rights laws.¹ Parents, teachers, community leaders, and charter school authorizers have also sought guidance as to charter schools' legal obligations under the Federal civil rights laws.

I am writing to remind you that the Federal civil rights laws, regulations, and guidance that apply to charter schools are the same as those that apply to other public schools. For this reason, it is essential that charter school officials and staff be knowledgeable about Federal civil rights laws. These laws extend to all operations of a charter school, including recruiting, admissions, academics, educational services and testing, school climate (including prevention of harassment), disciplinary measures (including suspensions and expulsions), athletics and other nonacademic and extracurricular services and activities, and accessible buildings and technology.

The Department's Office for Civil Rights (OCR) enforces a number of Federal civil rights laws that apply to charter schools, including:

¹ More than one quarter of charter schools have been open three years or less. See National Alliance for Public Charter Schools, *The Public Charter Schools Dashboard Report on Charter School Age*, available at <http://dashboard.publiccharters.org/dashboard/schools/page/age/year/2013>.

Page 2 – Dear Colleague Letter: Charter Schools

- Title VI of the Civil Rights Act of 1964 (Title VI) (prohibiting discrimination based on race, color, or national origin);²
- Title IX of the Education Amendments of 1972 (Title IX) (prohibiting discrimination based on sex);³ and
- Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) (prohibiting discrimination based on disability).⁴

These Federal civil rights laws and the specific legal obligations discussed in this letter apply to all public charter schools in the United States, regardless of whether they receive Federal funds under the Department's Charter Schools Program.⁵ In addition, charter schools that receive funds—either directly or through a State educational agency (SEA)—under a Department grant program, such as the Charter Schools Program, are subject to the additional requirements of each grant program.⁶

This letter does not attempt to summarize the entire body of Federal civil rights laws. Instead, it briefly addresses a few of the subjects that have arisen in the charter schools context: equal opportunity in admissions; provision of a free appropriate public education (FAPE) to students with disabilities; provision of services to English-language learners so that they can participate fully in their school's educational program; and the non-discriminatory administration of discipline. Throughout, this letter also identifies Departmental guidance and resources that are available to charter schools to assist them in complying with the Federal civil rights laws.

The obligations discussed below under the Federal civil rights laws are independent of charter schools' obligations under the Individuals with Disabilities Education Act (IDEA). Working with the Department's Office of Special Education and Rehabilitative Services (OSERS), which is responsible for administering the IDEA, OCR intends to issue joint guidance on the rights of students with disabilities who attend charter schools and their parents.

² 42 U.S.C. § 2000d et seq.; 34 C.F.R. Part 100.

³ 20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106.

⁴ 29 U.S.C. § 794; 34 C.F.R. Part 104; 42 U.S.C. § 12131 et seq.; 28 C.F.R. Part 35. Pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II in all programs, services, and regulatory activities relating to the operation of, among other types of entities, public elementary and secondary educational programs. 28 C.F.R. § 35.190(b)(2). Title II cannot be construed to establish any lesser standard than the standards established under Section 504 and its implementing regulations. 42 U.S.C. § 12201(a); 28 C.F.R. § 35.103(a).

⁵ 20 U.S.C. § 7221-7225g. Title II applies to all public entities (including public schools) regardless of whether they receive Federal financial assistance. Title VI, Title IX, and Section 504 apply to all education programs or activities that receive Federal financial assistance either directly from the Department or through a local educational agency (LEA), State educational agency, or otherwise. OCR is unaware of any public school, including a charter school, that is not part of a program or activity that receives Federal financial assistance directly or indirectly from the Department.

⁶ For further information on the Charter Schools Program, see <http://www.ed.gov/programs/charter/index.html>.

Nondiscrimination in admissions. Charter schools may not discriminate in admissions on the basis of race, color, national origin, or disability.⁷

Although public charter schools' civil rights obligations are no different from those of other public schools in this regard, the fact that students choose to attend a charter school and are not simply assigned to attend a charter school underscores the need to be mindful of the rights of children and parents in the community when publicizing the school to attract students and when evaluating their applications for admission.

Charter schools must ensure that language-minority parents who are not proficient in English receive meaningful access to the same admissions information and other school-related information provided to English-proficient parents in a manner and form they can understand, such as by providing free interpreter and/or translation services.⁸ Also, communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) must be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.⁹

As a general rule, a school's eligibility criteria for admission must be nondiscriminatory on their face and must be applied in a nondiscriminatory manner. In addition, a charter school may not use admissions criteria that have the effect of excluding students on the basis of race, color, or national origin from the school without proper justification.¹⁰ Charter schools also may not categorically deny admission to students on the basis of disability.¹¹

Charter schools located in a school district subject to a desegregation plan (whether the plan is court-ordered, or required by a Federal or State administrative entity) must be operated in a

⁷ 34 C.F.R. §§ 100.3(b)(1) (Title VI), 104.4(b) (Section 504). Generally, Title IX, which prohibits sex discrimination in federally funded education programs and activities, does not apply to admissions. A vocational (or career and technical education) charter school, however, may not discriminate on the basis of sex in its admissions policies or practices. 34 C.F.R. §§ 106.21(a), 106.35. The United States Constitution imposes strict parameters on the creation and operation of single-sex public schools and other uses of sex-based criteria. See *United States v. Virginia*, 518 U.S. 515, 531-33 (1996); Brief for the United States as Amicus Curiae Supporting Appellants at 25-26, *Doe v. Vermillion Parish Sch. Bd.*, No. 10-30378 (5th Cir. June 4, 2010), available at http://www.justice.gov/crt/about/app/briefs/vermillion_brief.pdf. Charter schools considering the use of sex-based admissions criteria should consult with legal counsel.

⁸ OCR, *Identification of Discrimination and Denial of Services on the Basis of National Origin*, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970).

⁹ See 34 C.F.R. § 104.4(b) and 28 C.F.R. § 35.160 (effective communication); see also 34 C.F.R. §§ 104.21-104.23 and 28 C.F.R. §§ 35.149-35.152 (program and facility accessibility).

¹⁰ 34 C.F.R. §§ 100.3(b)(2), 100.3(b)(6). See also OCR and Department of Justice, *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools*, at p. 12 (December 2, 2011) (Voluntary Use of Race Guidance), available at <http://www.ed.gov/ocr/docs/guidance-ese-201111.pdf>.

¹¹ 34 C.F.R. § 104.4(b); and 34 C.F.R. §§ 104.33-104.36.

manner consistent with that desegregation plan.¹² Charter schools may also voluntarily elect to create learning environments that include students of diverse backgrounds. The benefits of such student body diversity are many. Diverse environments help students sharpen their critical thinking and analytical skills; prepare them to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors to students of all backgrounds.¹³

If a charter school wishes to promote racial diversity or avoid racial isolation, it has the flexibility (to the extent permitted by applicable State law) to pursue a variety of approaches in the context of admissions and recruiting, school location, attendance boundaries, transfers, and retention and support programs. As explained in greater depth in the Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,¹⁴ charter schools should consider approaches that do not rely on the race of individual students before adopting approaches that do. Race-neutral approaches can take racial impact into account to promote diversity or avoid racial isolation;¹⁵ examples include targeting specific media outlets in which to advertise, reaching out to particular community groups, or using lotteries that give extra weight based on the socioeconomic status of a child's parents.¹⁶ If a charter school determines that race-neutral approaches would be unworkable or ineffective, it may employ generalized race-based approaches, which use race as an express criterion (such as locating a school based on the overall racial composition of neighborhoods or feeder schools) but do not rely on the race of individual

¹² In some instances, it may also be necessary for a charter school to seek a modification of the school district's desegregation plan or order from the court or administrative entity requiring the desegregation plan.

¹³ *Grutter v. Bollinger*, 539 U.S. 306, 330-31 (2003); see also *Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1*, 551 U.S. 701, 787-89, 797-98 (2007) (Kennedy, J., concurring).

¹⁴ Available at <http://www.ed.gov/ocr/docs/guidance-ese-2011111.pdf>. See also OCR and Department of Justice, Questions and Answers About *Fisher v. University of Texas at Austin* (September 27, 2013), available at <http://www.ed.gov/ocr/docs/dcl-qa-201309.pdf> (affirming validity of Voluntary Use of Race Guidance); Department of Education and Department of Justice, Dear Colleague Letter on *Schuetz v. Coalition to Defend Affirmative Action* (May 6, 2014), available at <http://www.ed.gov/ocr/letters/colleague-201405-schuetz-guidance.pdf> (same).

¹⁵ Racial impact may not, however, be considered in furtherance of an invidious purpose. Voluntary Use of Race Guidance at p. 5.

¹⁶ Nonregulatory guidance from the Department identifies circumstances under which a charter school receiving Federal funds under the Charter Schools Program may use weighted lotteries: (1) when necessary to comply with certain Federal civil rights laws, the Equal Protection Clause of the United States Constitution, or applicable State law; (2) to give slightly better chances for admission to students seeking to transfer schools under the public school choice provisions of Title I, part A of the Elementary and Secondary Education Act of 1965 (ESEA); or (3) if permitted by State law, to give slightly better chances for admission to educationally disadvantaged students, including students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students. Department of Education, Charter Schools Program: Title V, Part B of the ESEA: Nonregulatory Guidance (January 2014) at pp. 18-19 (E-3), available at <http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc>. That guidance also suggests that charter schools consider conducting additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. See *id.* at p. 20 (E-4). Note that the nonregulatory guidance only applies to Charter Schools Program recipients and does not otherwise apply to a charter school.

students. If race-neutral and generalized race-based approaches would be unworkable, a charter school may consider an individual student's race under appropriate factual circumstances.¹⁷

Free appropriate public education for students with disabilities.¹⁸ Under Section 504, every student with a disability enrolled in a public school, including a public charter school, must be provided a free appropriate public education—that is, regular or special education and related aids and services that are designed to meet his or her individual educational needs as adequately as the needs of students without disabilities are met.¹⁹ Evaluation and placement procedures are among the requirements that must be followed if a student needs, or is believed to need, special education or related services due to a disability.²⁰

Charter schools may not ask or require students or parents to waive their right to a free appropriate public education in order to attend the charter school. Additionally, charter schools must provide nonacademic and extracurricular services and activities in such a manner that students with disabilities are given an equal opportunity to participate in these services and activities.²¹ More information will be provided in joint guidance that OCR and OSERS plan to issue on the rights of students with disabilities who attend charter schools.

Affirmative steps for English-language learners. Like all public schools, charter schools must take “affirmative steps” to help English-language learners overcome language barriers so that they can participate meaningfully in their schools’ educational programs.²² A charter school must timely identify language-minority students who have limited proficiency in reading, writing, speaking, or understanding English, and must provide those students with an effective language instruction educational program that also affords meaningful access to the school’s academic content. Federal civil rights laws do not, however, require any school, including a charter school, to adopt or implement any particular educational model or program of instruction for English-language learners; schools have substantial flexibility to determine how they will satisfy their legal obligations to meet these students’ needs.²³

¹⁷ Schools thinking about considering individual student’s race in admissions should carefully review the Voluntary Use of Race Guidance for detailed analysis of when such consideration may be lawful and may also wish to consult with legal counsel.

¹⁸ IDEA also has a specific statutory definition of the term free appropriate public education. 20 U.S.C. § 1401(9) and 34 C.F.R. § 300.17. This letter does not address the IDEA definition of free appropriate public education or other related IDEA requirements.

¹⁹ 34 C.F.R. § 104.33(b)(1).

²⁰ 34 C.F.R. § 104.35.

²¹ 34 C.F.R. § 104.37; see also OCR, Dear Colleague letter on Extracurricular Athletics (January 25, 2013), available at <http://www.ed.gov/ocr/letters/colleague-201301-504.pdf>.

²² See *Lau v. Nichols*, 414 U.S. 563, 566 (1974).

²³ OCR’s policies governing the treatment of English-language learners are available at <http://www.ed.gov/ocr/ellresources.html>.

Nondiscrimination in discipline. Data collected by OCR have demonstrated significant disparities in the use of exclusionary discipline (such as suspensions or expulsions) against students of color and students with disabilities in many schools across the country, and that an increasing number of students are losing important instructional time due to exclusionary discipline.²⁴ All public schools, including charter schools, are obligated to avoid and redress discrimination in the administration of school discipline on the basis of race, color, or national origin; disability; and sex. This obligation applies over the entire course of the disciplinary process, from behavior management in the classroom, to referral to an authority outside the classroom because of misconduct, to resolution of the discipline incident. The Guidance on the Nondiscriminatory Administration of School Discipline²⁵ offers detailed assistance on how to identify, avoid, and remedy discriminatory discipline. The discipline guidance document focuses on racial discrimination, but much of its analytical framework also applies to discrimination on other prohibited grounds.²⁶ In addition, when addressing discipline for students with disabilities, it is important that charter schools comply with applicable legal requirements governing the discipline of a child for misconduct caused by, or related to, the child's disability.²⁷

This is by no means an exhaustive list of the legal requirements that apply to charter schools under these Federal civil rights laws. A full list of OCR's guidance publications is available at <http://www.ed.gov/ocr/publications.html>. OCR can provide technical assistance to help charter school authorizers and charter school operators, administrators, board members, and teachers understand and comply with these civil rights laws and other laws enforced by OCR.²⁸

OCR is also available to provide technical assistance to students, parents/guardians, community-based organizations, and other stakeholders who are interested in learning more about the Federal civil rights of students and parents and the responsibilities of charter schools. The Federal civil rights laws prohibit retaliation and intimidation against those who contact OCR to gather information about their rights or who file a complaint. It is also unlawful for a school to retaliate

²⁴ See OCR and Department of Justice, Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline (January 8, 2014) at pp. 3-4, available at <http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf>.

²⁵ Id. See also Department of Education guidance package on Student Climate and Discipline, including a Guiding Principles of Reform non-regulatory guidance, a Directory of Federal Resources, and a Compendium of State Laws and Regulations on School Discipline, available at <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>.

²⁶ See Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, at pp. 2-3.

²⁷ 34 C.F.R. § 104.35(a). See generally 34 C.F.R. §§ 104.4, 104.32-36.

²⁸ In addition to the statutes discussed in the letter, OCR enforces the Age Discrimination Act of 1975, 42 U.S.C. § 6101 et seq.; 34 C.F.R. Part 110; and the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. § 7905; 34 C.F.R. Part 108. The Department of Justice enforces Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c et seq., and the Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703.

against an individual for bringing concerns about possible civil rights problems to a school's attention.²⁹

SEAs and charter school authorizers have an important role in assisting charter schools with civil rights compliance. Every SEA or charter authorizer that receives Federal financial assistance has, as a matter of Federal law, an obligation to ensure that any charter school to which it provides a charter, money (regardless of whether they are Federal or State funds), or other significant assistance, is not discriminating.³⁰ In addition to SEAs and charter school authorizers, States can designate other agencies to take, investigate, and resolve complaints of discrimination by charter schools. Together with OCR, these entities can all provide technical assistance and support for charter schools, parents, and students.

If you have any questions or would like technical assistance on these issues, I encourage you to contact the OCR office in your region. I particularly urge individuals designated to coordinate charter schools' compliance with the civil rights laws to seek OCR's assistance whenever needed.³¹

The list of OCR offices is available at <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>. You may also contact OCR's Customer Service Team at (800) 421-3481 or ocr@ed.gov.

Thank you for your commitment to improving public education and providing high-quality educational opportunities to our nation's students.

Sincerely,

/s/

Catherine E. Lhamon
Assistant Secretary for Civil Rights

²⁹ 34 C.F.R. § 100.7(e) (Title VI); 34 C.F.R. § 106.71 (Title IX) (incorporating 34 C.F.R. § 100.7(e) by reference); 34 C.F.R. § 104.61 (Section 504) (incorporating 34 C.F.R. § 100.7(e) by reference); 28 C.F.R. § 35.134 (Title II); see also OCR Dear Colleague Letter on Retaliation, available at <http://www.ed.gov/ocr/letters/colleague-201304.html>.

³⁰ See, e.g., 34 C.F.R. §§ 100.3(b)(1), 100.3(b)(2), 100.4(b) (Title VI); 34 C.F.R. § 104.4(b)(1)(v) (Section 504); 34 C.F.R. § 106.31(b)(6) (Title IX).

³¹ 34 C.F.R. §§ 106.8(a) (Title IX) (requiring each recipient of Federal financial assistance to designate coordinator); 104.7(a) (Section 504) (each recipient with at least 15 employees); 28 C.F.R. § 35.107(a) (Title II) (each public entity with at least 50 employees, regardless of whether they are a recipient of Federal financial assistance).

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Interview the four top candidates for the position of executive director of the State Public Charter School Authority

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 11

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board President

RECOMMENDATION: _____

FISCAL IMPACT: _____

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY): _____

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 3 1/2 Hours

BACKGROUND:

SUBMITTED BY: _____

David Blodgett

From: David Blodgett [mailto:dhblodgett@gmail.com]
Sent: Friday, June 06, 2014 9:51 PM
To: Kathleen Kirkland
Subject: Director State Public Charter School Authority

Dear Ms. Kirkland,

Please consider the attached resume and letter of interest for the Nevada State Public Charter School Authority director position.

Thank you,

David

David Blodgett
(702)301-8118
dhblodgett@gmail.com

David Blodgett
1074 Swinford Court
Henderson, NV 89002
(702) 301-8118
dhblodgett@gmail.com

Kathleen Kirkland
Department of Administration
100 N. Stewart Street, Suite 230
Carson City, NV 89701

Dear Ms. Kirkland:

I'm writing in reference to the job announcement for the Nevada State Public Charter School Authority's director position. I have reviewed the position description and qualifications, and I would like to submit my name for consideration.

My personal vision aligns with the State Public Charter School Authority's vision. Every child and family deserve access to an excellent public education — either in a traditional public school or in a public charter school. Unfortunately, I also know from my experience working at multiple levels of Nevada's PreK-12 education system that many Nevada students do not have access to an excellent school or an excellent teacher.

Public charter schools represent an exciting opportunity to create conditions around accountability, innovation, and choice that do not yet exist in Nevada's traditional public schools. I am interested in developing and implementing strategy around funding, authorizing, supporting, and evaluating charter schools in order to accelerate the growth and increase the quality of public charter schools.

I recently joined The Public Education Foundation as the director of grants and special projects, a role that allows me to improve outcomes and opportunities for students. However, I chose to pursue this opportunity with the State Charter Authority because it would allow me to be a leader in an area that has the potential to drastically increase the number of high-quality seats available in our public schools.

Please consider the attached resume for a brief overview of my professional experiences. These experiences demonstrate my past success as an educator, a communicator, a fundraiser and a leader. I respectfully request an opportunity to meet in person or via telephone to further discuss the role.

Sincerely,

David Blodgett

David Blodgett

DAVID BLODGETT

1074 Swinford Court, Henderson, NV 89002
(702) 301-8118 dhblodgett@gmail.com

EDUCATION

University of Nevada, Las Vegas M.Ed in Elementary Education: Curriculum and Instruction (3.98/4.0)	Las Vegas, NV May 2011
Marriott School of Management, Brigham Young University B.S. in Business Management (3.82/4.0)	Provo, UT June 2009

EXPERIENCE

The Public Education Foundation <u>Director of Grants and Special Projects</u>	Las Vegas, NV March 2013 – present
<ul style="list-style-type: none">▪ Manage grants department to identify, write, and report on private and government grants▪ Completing professional development analysis contract for Nevada Department of Education (June 2014)▪ Wrote report representing work and recommendations of the Las Vegas Downtown Achieves Education Advisory Group (to be released Summer 2014)	

Public Consulting Group <u>Common Core Curriculum Writer</u>	Portsmouth, NH (remote from Las Vegas, NV) July 2013 – present
<ul style="list-style-type: none">▪ Produce English Language Arts curriculum designed to make complex, significant texts accessible to all high school students—all content available on EngageNY.org▪ Create efficiencies by producing online tutorials for onboarding new team members	

Clark County School District <u>West Preparatory Academy</u> <u>Teacher (K-4 French and Middle School Computer Science)</u>	Las Vegas, NV Aug. 2012 – Aug. 2013
<ul style="list-style-type: none">▪ Developed and implemented K-4 French-language program▪ Created and facilitated an original course in which students revamped the school's website, designed original websites for teachers, and created basic computer programs▪ Secured private grant funding for class set of iPads and Chromebooks	

Office of the Superintendent <u>Special Projects Manager</u>	Aug. 2011 – Aug. 2012
<ul style="list-style-type: none">▪ Advised and consulted on projects related to the Nevada Growth Model, Empowerment Schools, and transition to the Common Core State Standards▪ Coached teachers at a low-performing school around Common Core ELA curriculum planning—school made Adequate Yearly Progress (AYP) for the first time in five years▪ Adapted California-based college access curriculum for use in Nevada high schools▪ Conducted comprehensive review of online learning platforms (Learning.com and Pearson OpenClass) to assess fit with district needs and available resources	

Lewis E. Rowe Elementary School <u>Teach For America Corps Member (4th Grade ELA & 5th grade all subjects)</u>	July 2009 – July 2011
<ul style="list-style-type: none">▪ Significantly improved student performance on state tests, including an 84% pass rate—superior to many high-performing suburban schools in our district (2010-11)▪ Led students to an average of two years of reading growth in one school year according to the Gates-MacGinitie reading assessment (2010-11)▪ Started after-school French, basketball, and rugby clubs, serving over 100 students	

TestMasters <u>Law School Admission Test (LSAT) Instructor</u>	Las Vegas, NV Aug. 2012 – Nov. 2013
<ul style="list-style-type: none">▪ Guided students to significant score improvements on the LSAT▪ Wrote instructional content for the Graduate Management Admission Test (GMAT) preparation course	

Philip J. Dotson

Leah Chism

From: Philip Dotson <philipdotson@msn.com>
Sent: Tuesday, June 03, 2014 4:06 PM
To: Kathleen Kirkland
Subject: Director State Public Charter School Authority
Attachments: Nevada Director of Charter Schools Position Package.pdf

Please find attached my letter of interest, resume and letters of recommendation for consideration for the director of State Public Charter School Authorizer. My experience and background in both charter schools and large public school settings will benefit the State of Nevada in its efforts to establish principles and standards for charter authorizing.

Thank you in advance for your consideration,

Phil Dotson

Philip J. Dotson
106 Sunset Avenue
Vallejo, California 94591

June 3, 2014

Dear Kathleen,

I am writing in response to the open position for a Director of Public Charter Schools. My experience and training as a Charter School Authorizer, Special Education Teacher and Director of a charter school gives me a unique perspective on the many nuisances of charter school operations. Over the course of my career I have positively impacted each organization I was privileged to be a part of. I believe in developing teams that support each other in our daily work. My goal is to always uphold the mission of the organization and improve on the process of charter authorizing and oversight.

I am currently employed by the Oakland Unified School District in California as the Compliance Specialist and Authorizer of over 33 charter schools. My experience in Oakland as a Charter School Authorizer has allowed me to work in a diverse cultural setting, handling some of the districts' politically charged charter school cases such as school revocation, several high profiled non renewal charter recommendations, and criminal investigations. In addition, I have been a part of the National Association of Charter School Authorizers for over two years. During which time, I had the opportunity to participate in a full evaluation of the procedures and processes of the Office of Charter Schools for Oakland Unified School District.

Prior to coming to Oakland, I served as the Director/ Director of Special Education of Summit Leadership Academy in Hesperia California. Under my leadership the school built a reputation as one of the premier academic schools in the High Desert. Our student's boast a graduation rate of 100% and our first time passing of the High School Exit Exam was 97%.

Summit operates the largest California Cadet Corps Academy in the Southern California. In addition 90% of all seniors qualify for a four year university.

My duties at Summit Leadership allowed me to operate as the Superintendent, Chief Financial Officer and Human Resource Officer. These valuable experiences will serve your district well as we move through the economic uncertainties of the California State Budget. My school received an "unqualified" financial review each year under my leadership. In addition, we navigated through two WASC reviews and received a three year accreditation with a one day revisit. As the facilitator manager, I oversaw the building of a school locker room and the expansion of classrooms to meet our growing needs. All projects were finished under budget and ahead of schedule.

My previous experience with the San Bernardino County Superintendent of Schools includes serving as a lead teacher at Columbia Middle School in the City of Adelanto during the 2005-2007 school years. During this time I was fortunate to work with teachers and administrators who were passionate about helping student with disabilities. I enjoyed everyday with my students and weighed heavily the need for professional growth when an opportunity to be the Director of Summit Leadership Academy was presented to me.

I look forward to meeting with your staff and discussion how together we can better serve the students enrolled in your organization.

Thank you for your consideration,

Philip J. Dotson M.A. Ed.
Compliance Specialist, Office of Charter Schools
Oakland Unified School District

Philip Jarrod Dotson

Philipdotson@msn.com

**106 Sunset Ave. Vallejo CA 94591
(760) 221-0319**

Dynamic, strong transformational leader with a proven track record of staff development, administrative structure realignment and data driven student achievement through qualitative and quantitative assessments. Proven academic student achievement centered on Common Core Implementation with both inner city school districts and small charter schools.

Strong administration back ground as a Charter School Authorizer, Director, WASC Chair Person and Special Education Leader.

Work History

Compliance Specialist-Oakland Unified School District- Office of Charter Schools Served as Acting Director of Charter Schools (*October 2012-February 2013*)

- Evaluated 40 charter schools during annual spring site visits
- Authored five (5) New Charter School Petitions with Staff recommendations to the Oakland Unified School District's Board of Education
- Supervised a staff of four members in the Charter School Office
- Reviewed, evaluated and authored three (3) recommendations for charter school renewals
- Responsible for reviewing and making appropriate recommendations for charter schools who hold MOUs for Special Educations services with Oakland Unified School District
- Responsible for creating and implementing the Partnership Agreement between designated charter schools and selected services provided by Oakland Unified School District
- Western Association of Schools and Colleges (WASC) Chair, 2013

Director of Summit Leadership Academy Special Education Director

- Supervised fourteen (14) teachers
- Implemented a Special Education Program
 - Trained (2) SPED Teachers and 2 Para-Professionals
- Served as the Instruction Leader
- Created or implemented professional development weekly

Philip Jarrod Dotson

Philipdotson@msn.com

**106 Sunset Ave. Vallejo CA 94591
(760) 221-0319**

- Evaluated teachers through an ongoing process of walk through, one on one meetings and the creation of improvement/support plans
- Lead IEP meetings
- 2008-2010 Authored all IEPs for Summit students
- Initiated Special Education Program coordinated with local SELPA for student services
- Trained Summit Leadership Special Education Staff
- Reviewed all IEPs written by Summit Leadership Staff
- Created an intervention program which resulted in 100% of Summit Leadership students with Individual Education Plans passing the High School Exit Exam from 2009-2011
- Authored the Local Education Plan (LEA) for Summit Leadership Charter School
- Oversaw WASC Accreditation review for 2008- Awarded three year accreditation
- Oversaw WASC Accreditation review for 2011- Awarded three year accreditation
- Staff growth increased from 8 employees to 14 employees.
- 10th Grade High School Exit Exam English scores increased from 70% passing to 97% on the first attempt.
- 10th Grade High School Exit Exam Math scores increased from 68% to 93% on the first attempt.
- API scores increased from 653 to 755 from 2008-2012
- Initiated a school wide sports program in 2010 which won 2 CIF league titles during our first year
- Initiated and was awarded the largest California Cadet Corps Program in the State of California for 2010-2011 school years
- Created the High Desert Charter Collaboration Program to bring all local charter schools together to share great common practices in an effort to improve our programs
- Continue to work closely with the Governing Board of Summit Leadership to create policies that benefit all students and staff
- Participate in activities and meetings with HUSD to promote a healthy relationship between the charter school and its oversight committee
- Operate a Non-Profit organization for fund-raising needs of Summit Leadership Academy
- Participated on Western Association of Schools and Colleges visits from 2009-2011

Lead Teacher – San Bernardino County Superintendent of Schools

- Oversaw four (4) classrooms as lead teacher on a district school campus

Philip Jarrod Dotson

Philipdotson@msn.com

**106 Sunset Ave. Vallejo CA 94591
(760) 221-0319**

- Reviewed all IEPs written by teachers
- Evaluated certificated staff members
- Created lesson plans to meet the individual needs of students on a daily basis
- Implemented "Behavior Modification" program for at risk students with a 90% graduation rate.

SDC Teacher – Silverado High School, Victor Valley Unified School District

- Created/modified lessons to meet California State Teaching standards
- Formulated a graduation program to meet the educational needs of Special Education high school seniors.
- Fostered an atmosphere of high expectations in the learning community
- Bridged the gap between job opportunities and graduating seniors through various county programs
- Track and Field Head Coach of Silverado High School (4yrs)
- Currently 13 students/athletes attend division one colleges

Law Enforcement Background

- Pomona Police Department (Gang-Homicide Investigation Team)
- Established positive relationships with citizens and businesses in my assigned patrol area.
- Responded to initial calls, classified crimes based on the California Penal/Vehicle Codes.
- Developed/investigated narcotics violations for the Major Crimes Task Unit
- Served as job recruiter, conducted background investigations.

Military Background

- United States Army Finance and Accounting Office
- Served as customer service lead representative for the 125th Theater Finance Office, Seoul Korea
- Implemented procedures to ensure payroll changes were met in a timely manner
- Served as training officer for the 502nd Battalion Finance Group

Education Background

- Administrative Service Credential Level I (2008-2010) **Renewal in Progress**
- Administrative Tier II Course work completed (Renewal in process)
- Preliminary Level 1 Education Specialist Instruction Credential (2013) **Renewal in Progress**
- Master Degree-Special Education (Chapman University) 2008

Philip Jarrod Dotson

Philipdotson@msn.com

**106 Sunset Ave. Vallejo CA 94591
(760) 221-0319**

- Bachelor of Science in Political Science with an emphasis in Public Administration. California Baptist University, Riverside, CA (2001)

Gail Ann Greely

June 7, 2013

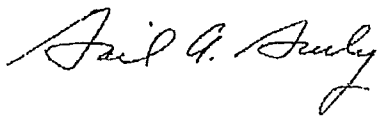
Re: Letter of Recommendation for Philip Dotson

To Whom It May Concern:

I had the pleasure of working with Philip Dotson in the Office of Charter Schools for the Oakland Unified School District beginning in August 2012, when he became a Compliance Specialist in that office. As a candidate for that position, Phil stood out for his inter-personal skills and hands-on knowledge of the challenge of charter school leadership. He was particularly well-suited to the demands of the specific position we were seeking to fill: charter authorizing work with an emphasis on building effective working relationships with the "partnership" charter schools that were a new part of the OUSD portfolio. In his early days and weeks on the job, both attributes were put to good use, as he worked with these new "partnership" charters through the challenging steps of final preparation and school opening. We threw him "into the deep end" by setting him to work immediately on a range of pressing matters, and he managed to keep himself, and the charter office, from drowning.

His positive attitude, willingness to learn, teamwork and ability to respond rapidly to new challenges were put to the test in late October when I left my position as Coordinator for the Office of Charter Schools. First informally, then officially, Phil stepped into the Coordinator position on an interim basis. Although the situation was very difficult, Phil prioritized the workload and kept the office operating with minimal staff and transitional support from myself. Phil is a quick learner, an effective communicator, and a pleasure to work with. I can recommend him highly. Please feel free to contact me for more information.

Very truly yours,



Gail Ann Greely

March 18, 2014

Re: *Mr. Philip Dotson*

To Whom It May Concern,

It is with great pleasure that I submit this letter of recommendation on behalf of Mr. Dotson. I am pleased to offer a personal and professional reference in support of his candidacy for Special Education Teacher position within your school district.

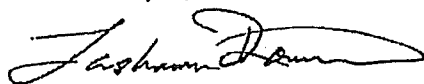
As a Special Education Teacher, Phil Dotson has been instrumental in my development in the areas of classroom management and discipline. His ability to work with teachers and staff has set him apart from other principals I have worked under. Mr. Dotson always has a smile on his face, and innovative ways of helping the staff improve on their classroom delivery of lessons. In addition, he is always prepared to help. Even substitute teaching for me when I had an emergency with my child.

I have known Mr. Dotson for more than seven years, during which time he has consistently demonstrated his conscientiousness and genuine commitment to the education of the youth in our community.

Mr. Dotson has an excellent rapport with students. He displays a sincere interest in their work and daily lives. I have observed Mr. Dotson mentor students at a variety of academic levels including students with social and emotional problems. He always has an encouraging word of advice or an ear to just listen.

In closing, I highly recommend Mr. Dotson without reservation for consideration. I will forward a copy of this recommendation to be added to his file via U.S. Postal Mail.

Thank you,

A handwritten signature in black ink, appearing to read "Lashawn Norman", with a stylized, flowing script.

Lashawn Norman

August 10, 2010

To Whom It May Concern:

I am pleased to write this letter of recommendation for Mr. Philip Dotson. As a member of the Burning Bush Church I have served as a supervisor and mentor for Mr. Dotson for over fifth teen years. Phil has served as a Deacon and Elder during this time under the Ministry of Dr. David Denson Jr. As his immediate supervisor and chairperson of the Elder's Board I have had the opportunity to work closely with him on spiritual matters as well as business related items. Phil Dotson is a man of integrity and fortitude. He can be trusted to exceed all given task that lay before him.

I have also had the opportunity to observe Phil in his capacity as Director of Summit Leadership Academy over the last three years. During his tenure the school has seen tremendous growth both academically and numerically. Mr. Dotson's guidance and understanding of key management issues has created an atmosphere at Summit where all students and staff members can succeed. I can safely say, under Mr. Dotson's leadership, Summit Leadership Academy has made remarkable strides in closing the achievement gap for all students.

Based on my time with Philip Dotson I recommend him very highly to the position of Principal of Special Education for the San Bernardino County Superintendent of Schools.

Respectfully Submitted,

Rev. Claudia A. Few

Rev. C.A. Few
Pastoral Care
Burning Bush Church

Patrick Gavin

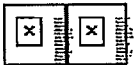
Leah Chism

From: Patrick Gavin <patrick.j.gavin@gmail.com>
Sent: Tuesday, June 03, 2014 1:52 PM
To: Kathleen Kirkland
Subject: Director State Public Charter School Authority
Attachments: 140603 Patrick J. Gavin cover letter to Kathleen Kirkland.doc; 140603 Gavin.Patrick.Resume.doc

Attached please find my resume and cover letter, which I am submitting in support of my application for the Director, State Public Charter School Authority position. Please do not hesitate to contact me if you should need any additional information to evaluate my candidacy. I can be reached by telephone at (347) 678-2210 and via email at patrick.j.gavin@gmail.com.

--

Patrick J. Gavin
(347) 678-2210
patrick.j.gavin@gmail.com



PATRICK J. GAVIN
(347) 678-2210 • patrick.j.gavin@gmail.com

June 3, 2014

Department of Administration
Agency HR Services
Attn: Kathleen Kirkland
100 N. Stewart Street, Suite 230
Carson City, NV 89701

Dear Ms. Kirkland,

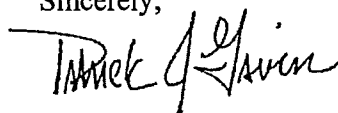
I'm writing to express my strong interest in the Director, Nevada State Public Charter School Authority position. I have a broad background in education and the charter school sector, including extensive experience in external affairs and partnership development, performance management, project management, and strategic planning. In my most recent senior leadership role, I served as Deputy COO for Strategy and Expansion at Friendship Public Charter School, one of the nation's largest charter school management organizations. At Friendship, I led the organization's school district partnership development and performance management initiatives in Washington, DC and Baltimore, MD. Prior to that role, I held regional operations and client management positions at EdisonLearning and a senior line management role in Knowledge Learning Corporation's School Partnerships division. Additionally, I also served as a teacher at a no-excuses charter school in Massachusetts through Teach for America.

Beyond my general background in education reform, my professional experience includes several areas of accomplishment which are particular aligned to the Director role:

- Budget management: over ten years of experience developing and managing regional, school/site, and departmental budgets, including both grant-funded and revenue dependent operations.
- Human capital leadership: over a decade of team management experience in line management roles coupled with three years of direct responsibility for human capital, recruiting, and performance management for a leading charter management organization.
- Board governance and management: fifteen years of experience in board governance support roles, including executive and board support for boards of venture-funded organizations, small non-profits, and large, multi-state non-profits.
- Strategic internal and external communications: fifteen years of experience developing key external and internal messaging to funders, board members, clients, senior executives, and organizational staff.

I am deeply committed to the closing of the achievement gap and I am particularly interested in roles where I can continue to serve high-need communities and students. In my previous roles, I have been responsible for developing, starting, and renewing schools across the country and I have long been interested in the authorizer perspective on that work. I look forward to the opportunity to further discuss my candidacy. I can be reached by telephone at (347) 678-2210 and via email at patrick.j.gavin@gmail.com.

Sincerely,



Patrick J. Gavin
Enclosure (Resume)
PJG/pjg

PATRICK J. GAVIN

(347) 678-2210 • patrick.j.gavin@gmail.com

LEADERSHIP EXPERIENCE

Charter Development Strategies, Boston, MA

2013-Present

Development and Strategy Consultant

Provide fundraising, proposal development, and strategy services to education organizations.

- Partner with CEO and senior leadership team of the largest charter network in the central Gulf on expansion planning and submission of multi-site Louisiana charter application.
- Collaborate with management team of market-leading mid-Atlantic charter school on development of its successful fifteen-year charter renewal application, non-profit governance reorganization, and replication strategy.
- Advise board and turnaround leadership team of Midwestern charter school on fundraising strategy and messaging.
- Develop charter application for dual-language charter high school, partnering with founding team on business planning, governance design, academic program selection, and authorizer relations.

Teach for America, Boston, MA

2012-2013

Corps Member

Chosen as one of 5,800 Teach For America Corps Members out of 48,000+ applicants for a national service corps of outstanding mid-career professionals and recent college graduates who commit two years to teach in low income schools and become lifelong leaders in expanding educational opportunity.

- Taught a five-week summer school course in English Language Arts at a Philadelphia public charter school.
- Completed over 100 hours of coursework and seminars in instructional planning, classroom management, learning theory, literacy, and diversity training.

KIPP Academy Lynn Middle School, Lynn, MA

2012-2012

Sixth Grade Reading Teacher

Taught reading to 100 sixth grade students at this urban, no-excuses charter school north of Boston.

- Devised long-term content plan and daily lesson plans based on Common Core State Standards and the Massachusetts Curriculum Framework.
- Developed weekly assessments and quarterly interim tools to monitor student mastery of standards.
- Collected and analyzed data from curriculum-based measurement Maze passages to track fluency and reading comprehension. Average student reading performance increased by 2.1 Fountas and Pinnell levels in four months.

Friendship Public Charter School, Washington, DC

2008-2012

Deputy COO for Strategy and Expansion

Led new site acquisition, strategic planning, and development for the largest charter school management organization in the mid-Atlantic (serving over 8,000 students at 11 schools in Baltimore and Washington, DC). Spearheaded talent acquisition for expansion sites.

- Grew turnaround school portfolio by 691% to five schools and over 3,000 students in four years, spearheading partnership with the District of Columbia Public Schools and expanding relationship with the Baltimore City Public Schools. Designed whole school turnaround program, including services for over-age, under credit students.
- Oversaw leadership recruitment and instructional staff selection for Washington, DC sites, reducing time to hire by 35 percent while increasing candidate quality. Managed pre-opening operations for expansion sites and led engagement with city and school district operational leadership, including capital improvements, facilities maintenance, and technology purchasing, deployment, and operations.
- Led development and implementation of organization's five year strategic plan, focusing on innovation, human capital, and performance management initiatives to improve consistency of academic, student support, and operational performance.
- Secured \$2.1M in grant revenue from JP Morgan Chase Foundation, NewSchools Venture Fund, and the Bill and Melinda Gates Foundation to support school turnaround, performance management, and differentiated compensation programs.

Knowledge Universe US, New York, NY

2007 - 08

Operations Director

Oversaw School Partnerships operations in urban markets for the nation's leading provider of childcare and after-school services (serves over 300,000 children, \$1.8B in revenue, 41,000 employees nationwide). Managed regional P&L and supervised the activities of 30 community relations and operations managers and 1,000 leadership and teachers at three regional offices and 150+ schools in urban school districts in four states.

PATRICK J. GAVIN

PAGE 2

- Engineered the turnaround of region following the acquisition of faltering tutoring and academic intervention business by initiating new client service focus, improving internal communication, revamping training for all employees, trimming unprofitable locations, restructuring regional management, and reducing real estate expenditures.
- Reduced regional overhead by 53%, decreased variable labor costs at sites by 40%, and increased revenues by 18% including a 31% increase in the New York City market.
- Achieved division's highest customer conversion rate (91%) and highest student program completion rate (84%).
- Improved relationships with local school districts, state departments of education, and regulatory agencies, including the successful resolution of programmatic and fiscal audits by the New Jersey Department of Education and the New York State Office of the State Comptroller.

EdisonLearning, Inc. (formerly Edison Schools, Inc.), New York, NY

2003 - 07

Director—Charter School Operations (2006-07), Director-Development (2003-06)

Managed operations, board relations, client renewal, and client expansion for Northeast and Mid-Atlantic region for this leading provider of management services to public schools, serving 350,000 students in 21 states, DC, and the UK with revenues of \$350M and 10,000 employees. Guided cross-functional teams of 3 - 7 managers on turnaround, renewal, and expansion projects.

- Reversed the revenue slide of a major client that was having difficulty meeting its debt service obligations and management fees. Recommended and oversaw the roll-out of a new public relations, communications, and marketing plan while advising the client on communication with government regulators. Successful implementation of the new plan resulted in client exceeding the \$1.1M new revenue target by 30%. Client resumed servicing its debt and renewed its \$5.5M contract with the company.
- Devised renewal strategy for strategic accounts, and set and met aggressive regional and site-specific performance goals in partnership with key internal and external stakeholders. Developed turnaround plan to address revocation-level governance, operational, and financial deficiencies identified in state DOE comptroller audit and led cross-functional team responsible for implementation, resulting in \$12M of renewals.
- Developed and managed execution of expansion strategy for company's flagship client, a four campus charter school in Washington, DC, increasing revenue by \$10M. Expansion proposal was the highest-ranked ever received by the DC Public Charter School Board, one of the nation's leading charter school authorizers.

Mosaica Education, Inc. / Advantage Schools, Inc., New York, NY and Boston, MA

1998 - 03

Director of Business Development (2002 - 03), Business Development Manager (2001-02), Manager of Market Research and Proposal Development (2001), Business Development Specialist (2000-2001) Business Development Associate (1999-2000), Special Assistant to the President (1998 - 99), Student Recruitment / Outreach Coordinator (1998)

Cultivated new clients and developed successful partnerships in new site development role for this education management company. Managed day-to-day relationships with new clients and charter authorizers. Led department's sales operations team focused on proposal development, community relations, demographics, and competitive research.

- Developed \$45M of new business through exhaustive overhaul of company's proposals to potential clients. Improved proposals led to winning multiple competitions against the industry leader.
- Oversaw successful renewals of key accounts valued at \$11.7M by first identifying key regulatory compliance challenges and client retention issues, then implementing corrective action plans.
- Partnered with local board on legislative initiative to permit development of the nation's first charter school on a military base (\$8M in annual revenue). Charter application received the highest score ever awarded by the Louisiana State Board of Elementary and Secondary Education.

EDUCATION

B.A. in History of Art, Yale University, New Haven, CT

1994-98

Coro Leadership New York, New York, NY

2007-08

- Cross-sector leadership program focused on race, poverty, and urban policy operated by the Coro New York Leadership Center.

Donald Scheerschmidt

Leah Chism

From: DON SCHEERSCHMIDT <scheerschmidt@msn.com>
Sent: Sunday, June 01, 2014 9:12 PM
To: Kathleen Kirkland
Subject: Director State Public Charter School Authority
Attachments: All Credentials.pdf; Resume 2014.rtf; State Public Charter School Auth.rtf

Hello Kathleen,

I ran across a position posting and would like to apply for the position. I am attaching a cover letter and resume with this email. Please let me know what else you need from me. I have two licenses in Nevada but qualify for many more. I just did not pay the fees. I qualify for elementary education as well as secondary licenses and alternative education.

Thanks for all that you do.

_____*Don Scheerschmidt*
Have a Great Day!

DONALD SCHEERSCHMIDT

**PO Box 1148
Frazier Park, CA 93222
Cell: (661) 236-9687
scheerschmidt@msn.com**

June 1, 2014

State Public Charter School Authority

I wish to apply for the position of Director, Nevada State Public Charter School Authority as advertised on the publiccharters.org web site. As you will note on my enclosed resume, I hold a Master degree in Education Administration degree from the California State University Northridge. I am a strong supporter of charter schools and have been employed as a teacher and administrator in several charter schools in California. I have also attended law school for three years that has been very beneficial in my career in education. I believe that my strengths and abilities are exactly what you are looking for to fill your position.

I am a seasoned administrator that has served school districts in many capacities. Most recently I have been the Director of Special Education in a large school district in Los Angeles. I have also worked as a Director of Special Education in a very rural district. Special education is heavily regulated and requires the ability to read, analyze, and interpret complex laws and regulations to remain in legal compliance. Special education is also one of the most costly programs in education that has many complexities. Prior to my district office experience I served as both a principal and an assistant principal for five years. I had five years' experience as a teacher in both elementary and secondary programs.

During my tenure in education I have presented three charter petitions to the local school boards for approval. I have also written and received both planning grants and an implementation grant for the development of a charter school. I have also written a School Improvement Grant with a Superintendent that was awarded. I was also part of two teams that wrote Race to the Top Grants.

Prior to my career in education I was a self-employed contractor for thirty years. This career in private enterprise has been invaluable for my career in education. I developed a keen acumen when self-employed and I bring these skills with me in education. I am very capable of working with large budgets and am able to problem solve complex issues and arrive at the most advantageous decision.

I have attached my resume, credentials and cover letter as requested. If I can provide any further information, please feel free to call me or e-mail me. Thank you for your consideration.

Sincerely,

Donald Scheerschmidt

DONALD SCHEERSCHMIDT
PO Box 1148 Frazier Park, CA 93225
(661) 236-9687 scheerschmidt@msn.com

Career Accomplishments:

- 6 years of successful School Site Principal/Head of School/Assistant Principal
- Successful Supervision of staff and students, Staff evaluations, class observations
- Successful reduction in office referrals and school suspensions
- Reduction of encroachment of special education on the general fund
- 25% Reduction in new special education enrollments yearly and a reduction in overall students enrolled in special education
- Reduction of due process filings and need for attorney services
- Implementation of Informal Dispute Resolution
- Increased trust among stakeholders
- Reduction of special education transportation expenses
- Return of students to district programs from Nonpublic placements
- Return of students to district programs from Regionalized programs
- Reduction in Nonpublic school placements
- Reduction of one-on-one special education assistants within district
- Development of programs modeled after Nonpublic schools within district
- Increased compliance of legal mandates in special education
- Increased compliance in District Special Education Self Review
- Retention of Mental Health dollars by providing district support services
- Reduction of number of referrals for special education services
- Development of co-taught classrooms with a special education and general education teacher serving one classroom with an increase in student numbers
- Provision of professional development to general education teachers in RTI, special education and section 504
- Provision of professional development to special education teachers in legal mandates in special education and other areas of need
- Provision of professional development to classified staff to increase effectiveness
- Provision of parent education in area of special education
- Provision of oversight, supervision, and evaluation of psychologists, speech pathologists, occupational therapists, nurses and health staff, certificated staff and classified staff

Professional Experience:

- Bear Valley Unified School District—Coordinator of Special Education
- Montebello Unified School District--Director of Special Education
- Klamath-Trinity Joint Unified School District--Director of Special Education and Compliance
- Los Angeles Unified School District--Assistant Principal
- Los Angeles Unified School District--Palms Elementary Summer School & Extended School Year Principal
- Keystone Education NPS & LCI--Special Education Administrator/Liaison to LAUSD
- Liberty Family Academy Charter School--Principal/Site-Based Director
- Washoe County School District--Robert McQueen High School Transition Specialist/ Special Education Moderate-Severe
- El Tejon Unified School District--Teacher in Charge/Charter Developer/Independent Study/General Education & Special Education Teacher
- Gorman Middle School classroom teacher grades 6th-7th

DONALD SCHEERSCHMIDT
PO Box 1148 Frazier Park, CA 93225
(661) 236-9687 scheerschmidt@msn.com

Strong Skills in:

leadership/management, excellent communication, analytical, organizational skills, strategic planner, adaptable, flexible, problem-solver, results oriented, focused, computer proficiency, effective facilitator, ability to relate well to others, budget control, resource allocation, conflict resolution, change management and school site administration

Credentials:

- CA Professional Clear Administrative Service
- CA Professional Clear Multiple Subjects, grades K-12 & Adult with CLAD
- NV School Administrator, K-12
- NV Special Education, grades K-12

Professional Membership:

Association of California School Administrators

Professional Certifications:

- ACSA Special Education Academy 70 hours
- ACSA Pupil Services Academy 70 hours
- Los Angeles Unified School District Intensive Special Education Academy 120 hours
- Los Angeles Unified School District Administrative Academy 120 hours
- Humboldt County SELPA Special Education Administrative Academy 70 hours
- Behavior Intervention Case Manager (BICM)
- Behavior Support Plan & Functional Analysis Assessment
- Positive Behavioral Support Training
- Pro-Act & CPI

Legal Trainings: (every year in fall & spring from 2009)

- Atkinson, Andelson, Loya, Ruud & Romo Law Firm
- Fagen, Friedman, & Fulfroost Law Firm
- Lozano Smith Law Firm
- Alternative Dispute Resolution
- Facilitated IEP/Having Hard Conversations
- Student Discipline, Suspensions, Expulsions, Special Education Discipline, Suspensions, Expulsions & Child Welfare & Attendance

Education:

- Master of Arts, Education Administration, California State University (CSU) Northridge, December, 2005.
- Master of Arts, Special Education, CSUN, Summer, 2014.
- Credential Programs in Elementary, Secondary, Special Education, and Education Administration, California State University Northridge, 1999-2005.
- California Western School of Law, 1977-1981.
- Graduate in Geography, California State University Northridge, 1975-1977.
- Graduate in Geography, University of California at Los Angeles, 1974-1975.
- Bachelor of Arts, Political Science, University of California at Los Angeles, 1974.

Education Information

Last Name: SCHEERSCHMIDT
 First Name: DONALD
 Middle Name: GUNTER

Document Information

Document Number: 130131091
 Document Title: Administrative Services Credential
 Term: Clear
 Status: Valid
 Issue Date: 9/1/2013
 Expiration Date: 9/1/2018
 Original Issue Date: 2/13/2006
 Grade:
 Special Grade:
 SAASCO (Title 5 § 330007):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
RS4A	This credential authorizes the holder to provide the following services in grades twelve and below, including preschool, and in classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide student discipline, including but not limited to suspension and expulsion; provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement; supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.	NONE		MAJ

Educator Information

Last Name: SCHEERSCHMIDT

First Name: DONALD

Middle Name: GUNTER

Document Information

Document Number: 130131080

Document Title: Multiple Subject Teaching Credential

Term: Clear

Status: Valid

Issue Date: 9/1/2013

Expiration Date: 9/1/2018

Original Issue Date: 10/6/2005

Grade:

Special Grade:

SP1000 (Title 5 § 44240.7)

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight; and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ



State of California
Commission on Teacher Credentialing

issues this document to

DONALD GUNTER SCHEERSCHMIDT

DOCUMENT NUMBER: 070344980

VALID: 08/15/2007

DOCUMENT TITLE: Clear Crosscultural, Language and Academic Development Certificate

SUBJECT(S) AND AUTHORIZATION(S):

(S12) This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourn Certificated Employee Teaching Credentials.

RENEWAL CODE(S):

(S31B) This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

Arnold Schwarzenegger

Arnold Schwarzenegger
Governor, State of California

P. David Pearson

P. David Pearson

Chair, Commission on Teacher Credentialing

Dale A. Janssen

Dale A. Janssen

Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****

State of Nevada

License for Educational Personnel

License No. 0000049442

This License Certifies That

Donald G Scheerschmidt

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
STANDARD	SPECIAL	5/20/2013	SCHOOL ADMINISTRATOR(4/11/2006)	10/25/2018	0004
STANDARD	SPECIAL EDUCATION	5/20/2013	GENERALIST(5/20/2013)	10/25/2018	

James W. Hoffmann
State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

NSIPD Rev. 8/17

Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

Code Number	Provision	To be Removed By
0004	FINGERPRINT CLEARANCE	5/20/2014

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved inservice course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved inservice (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; and/or
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

Re-apply with omission of substitute license.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Selection of top candidate for the
position of executive director of the State Public
Charter School Authority

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 12

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board President

RECOMMENDATION: _____

FISCAL IMPACT: _____

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY): _____

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Member Comment

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: July 18, 2014

AGENDA ITEM: 13

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, SPCSA Board President

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins

BACKGROUND:

SUBMITTED BY: _____